



# Ready Set Math

## Home Communication and Engagement

Strong partnerships with families are built on clear and purposeful communication. We recognize student learning extends beyond the classroom and into the home. The following resources are intended to provide support when communicating the learning focus with families as well as ways to engage in learning mathematics beyond the classroom.

### Communicating the Learning of Sub-Goal A: Solve addition tasks with items available

Consider using the following key ideas for communicating the learning outcomes of this sub-goal:

- Items for each collection are seen and students touch them when finding the total.
- Students can be given a collection of items and another collection of items (where all can be seen) and asked how many altogether.

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## Beyond the Classroom

Consider the following suggestions for making activities accessible to families and extending the learning through daily activity:



### Making Activities Accessible

- All activity boards and spinners are available as downloads for printing. Consider placing the activity boards, spinners, student directions, and any additional materials in gallon sized bag when sending home.
- Consider videotaping students doing the activities in the classroom and sending short video clips home through email or digital classroom newsletters to help families better understand the activities and how they can be used.
- For homes where English is not the primary language, consider using the resources within your district or community to provide translated materials for families to read in their language.



### Opportunities to Extend Learning

- Find opportunities at home or in a store where your student can gather two separate collections then find the total. For these early counting experiences, have the items visible and available to touch while keeping the total for the two collections to 20 or less.
  - “Get 7 red blocks and 4 yellow blocks. How many blocks did you get?”
  - “There are 12 cupcakes in the cart. If we put 6 more cupcakes in the cart, how many do we have altogether?”
  - “We have 5 cans of corn in the cart. We put 3 boxes of cereal. How many grocery items do we have in the cart?”
  - “Get me 9 apples. Get me 3 bananas. How many fruits did we get?”